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"Student Participation in Campus Government."

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There is no doubt that US institutions of higher education are often encrusted with traditions to the point where they no longer meet contemporary faculty and student needs. It is high time for educators in the US to admit that there is much merit in student desires for participatory campus governance, without which colleges and universities may cease to exist as viable and dynamic centers of intellectual growth. But the students' right to speak, protest, organize, and demonstrate for greater social justice and their perception of a more mature society must be safeguarded within the framework of campus law. Three considerations are offered that could ensure continuous inter-communication between students, faculty, and administrators. First, each campus should have an up-to-date table of organization that reveals the major decision-making agencies and responsible personnel. Second, each student leader should have a clear-cut understanding of his campus organization, and take responsibility for explaining it to his fellow students. Third, student leaders and faculty members should be continuously informed on the status of their suggestions, petitions, and requests in the campus governmental structure. A part of the educational experience should be experimentation with structures within which students, faculty, and administrators may solve problems in an environment of mutual respect and trust. (WM)

Remarks by

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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"STUDENT PARTICIPATION IN CAMPUS GOVERNMENT"

FOR ANY GROUPS TO ASK ANY COLLEGE ADMINISTRATOR IN 1969 TO SPEAK ON THE
SUBJECT OF STUDENT PARTICIPATION IN CAMPUS GOVERNMENT CONSTITUTES A DECLARATION
OF FAITH IN THE ADULT GENERATION THAT MAY BE MOST PLEASING TO US BUT NOT NECESS-
ARILY TO YOU.

I AM GRATEFUL, NONE THE LESS, TO HAVE BEEN ASKED TO ADDRESS YOU ON THIS
MOST DIFFICULT TOPIC. YOU HAVE HONORED ME BY YOUR CONFIDENCE AND I SHALL ATTEMPT
TO BE AS STRAIGHT FORWARD AS IS POSSIBLE FOR ME TO BE.

FIRST OF ALL, I MUST ADMIT TO THE FACT THAT I AM OVER THIRTY, THAT I AM
A MEMBER OF THE ESTABLISHMENT, IF THAT IS WHAT YOU CALL US, AND THAT I BELONG TO
THAT GENERATION OF WORLD WAR II VETERANS THAT HAD ONCE HOPED THAT OUR CHILDREN
WOULD NOT HAVE TO GO TO WAR AGAIN, THAT HAD SPENT A GREAT DEAL OF THEIR LIVES
COMMITTED TO THE PROPOSITION THAT CIVIL RIGHTS LEGISLATION WOULD BE MEANINGFUL
AND WOULD HELP OUR BLACK BROTHERS, THAT URBAN RENEWAL AND FEDERAL AID MIGHT HELP
TO UPLIFT THE DISADVANTAGED, THAT GOVERNMENT IN COOPERATION WITH BUSINESS, LABOR
AND AGRICULTURE COULD WORK EFFECTIVELY TO OPEN UP NEW OPPORTUNITIES FOR SELF-
REALIZATION FOR THOUSANDS OF UNEMPLOYED, FOR THE HUNGRY, FOR THE ECONOMICALLY AND
SOCIALLY DISINHERITED. IN OTHER WORDS, THAT REFORMS COULD BE OBTAINED THROUGH
THE EXISTING POLITICAL PROCESSES.

MANY MEMBERS OF MY GENERATION HAD FOUGHT THE FASCISTS IN WORLD WAR II AND
COMMUNISTS IN THE YEARS IN BETWEEN. AND, YOUNG FRIENDS, YOU MUST ALSO REALIZE
THAT MANY OF YOUR FATHERS AND MOTHERS FIND IT EXTREMELY DIFFICULT NOW TO UNDER-
STAND THE NATURE OF THE NEW LEFT, THE INTENSITY OF THE BLACK ACTIVISTS, AND THE
NIHILISM OF THE HIPPIES.

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MANY MEMBERS OF OUR GENERATION WORKED HARD TO SAVE AND TO DENY THEMSELVES SO THAT THEIR CHILDREN COULD GO TO COLLEGE, SO THAT THEY MIGHT CLIMB THE ROAD OF SUCCESS TO GOOD JOBS AND TO POSITIONS WITH HIGH UPWARD MOBILITY. IT IS DIFFICULT FOR THEM TO UNDERSTAND THAT NOT AN INSIGNIFICANT SEGMENT OF YOUR GENERATION FRANKLY, OPENLY AND FERVENTLY REJECTS MANY OF THE POLITICAL, SOCIAL, ECONOMIC, RELIGIOUS, ETHICAL AND LEGAL NORMS WHICH MOST OF YOUR PARENTS HOLD DEAR. THEY CANNOT UNDERSTAND WHAT YOU REALLY WANT.

THE ISSUES OF OUR DAY WERE VERY DIFFERENT: THERE WAS THE MATTER OF THE T.V.A., THE NEED FOR SOCIAL SECURITY, THE POWER OF ORGANIZED LABOR, THE PACKING OF THE SUPREME COURT, WORK RELIEF, THE WAR IN EUROPE-INTERNATIONALISM AND ISOLATIONISM, SOCIALISM AND REPUBLICANISM. --- THOSE WERE MANY OF YOUR PARENTS' SLOGANS - THEIR CAUSES, THEIR HOPES.

NOW THEY QUESTION THE PRECISE NATURE OF YOUR CAUSES. WHAT PRECISELY DO YOU WANT? END THE WAR IN VIETNAM, BRING THE BOYS HOME, BLACK POWER, WHITE RACISM, THE NEW MORALITY? THESE ARE SOME OF YOUR SLOGANS, YOUR CAUSES AND YOUR HOPES. YOU SEEM TO QUESTION THE ETHIC AND ETHOS OF OUR MIDDLE CLASS SOCIETY, THE GOALS OF A CONSUMER ORIENTED ECONOMY, OF TRADITIONAL RELIGION AND OF THE CONVENTIONAL STANDARDS OF SEX.

AS YOUR PARENTS WATCH TELEVISION AND READ NEWSPAPERS, THEY ARE FREQUENTLY SHOCKED INTO DISBELIEF BY THE SPECTACLE OF STUDENT RIOTS, SIT-INS, AND OTHER FORMS OF VIOLENT AND THE NOT-SO VIOLENT FORMS OF STUDENT PROTESTS. IS THIS WHAT WE HAVE WROUGHT?

WHY SHOULD IN THE RICHEST LAND IN THE WORLD, THE UNIVERSITY CAMPUS NOW BECOME THE ARENA OF BITTER SOCIAL CONFLICT? WHY SHOULD THE SONS AND DAUGHTERS OF THE NEW DEAL GENERATION WISH TO DEVOUR THEIR PARENTS, THEIR INSTITUTIONS, THEIR AMBITIONS?

LEGISLATORS, GOVERNORS AND THE PUBLIC-AT-LARGE WONDER: WHY SHOULD STUDENTS WHO MERELY PAY 20% - 30% OF THEIR TUITION OF THE COST OF THEIR

INSTRUCTION, ARROGANTLY ASSAIL THE AUTHORITY OF PRESIDENTS, OF DEANS, OF FACULTY COMMITTEES AND TRUSTEES? WHY SHOULD DISRUPTIONS BE PERMITTED BY STUDENT EXTREMISTS WHO ARE MERE TRANSIENTS, TEMPORARY RESIDENTS OF DORMITORIES, LECTURE HALLS, CLASSROOMS AND LABORATORIES FOR WHICH THEY PAID LITTLE AND FOR WHICH THE PUBLIC-AT-LARGE PAID HEAVILY THROUGH TAXES OR VOLUNTARY CONTRIBUTIONS.

SO MUCH FOR SOME OF THE OBVIOUS - LITTLE OF WHICH HELPS TO SOLVE THE PROBLEMS WITH WHICH THE CONTEMPORARY CAMPUS MUST DEAL. AS STUDENTS YOU ARE PROBABLY MORE INTELLIGENT AS A GROUP THAN ANY OTHER GENERATION BEFORE YOU; YOU ARE PROBABLY BETTER FED, IN BETTER HEALTH, BETTER EDUCATED, MORE LITERATE, MORE SOPHISTICATED, MORE CRITICAL THAN ANY OF THE PREVIOUS STUDENT GENERATIONS. SOME OF YOU, A MAJORITY PROBABLY, ARE ONLY TANGENTIALLY DISTURBED BY THE CAMPUS CRISES. MEMBERS OF THIS GROUP ARE BUSILY ENGAGED IN STUDYING, IN PART-TIME WORK, AND CARRYING OUT THEIR ASSIGNED RESPONSIBILITY. THEY WISH TO OBTAIN THEIR DEGREES, FIND A JOB AND GET MARRIED. THEN THERE IS THE OTHER GROUP IN AMERICAN HIGHER EDUCATION - ESTIMATED FROM 1% TO 10% WHO WITH VARYING INTENSITIES OF ACTIVITY WANT A LARGER VOICE IN THE AFFAIRS OF THE CAMPUS GOVERNMENT. THEY DEMAND VARYING DEGREES OF DECISION-MAKING POWERS IN ALL AREAS OF THE COLLEGES THAT AFFECT THEIR PERSONAL LIVES -- THEIR CURRICULUM, THEIR TEACHERS, THEIR DORMITORIES, THEIR SOCIAL ACTIVITY.

AS I INDICATED IN MY INAUGURAL ADDRESS

EVEN THIS FALL, ON OUR STATE COLLEGE CAMPUSES, WE HAVE SEEN EVIDENCE OF THE KIND OF STUDENT UNREST WHICH HAS APPEARED ON COLLEGE AND UNIVERSITY CAMPUSES THROUGHOUT THE COUNTRY.

TO VIEW THESE STUDENT CHALLENGES TO THE RELEVANCY OF CURRICULA, THE INTENSITIES OF OUR FACULTIES AND THE LACK OF CONCERN OF ADMINISTRATORS AND GOVERNING BOARDS AS SOMETHING THAT WILL PASS QUICKLY IS TO COURT DISASTER.

THE STUDENT RIGHT TO SPEAK AND TO PROTEST, TO ORGANIZE AND TO DEMONSTRATE FOR GREATER SOCIAL JUSTICE AND FOR THEIR PERCEPTION OF A BETTER AND MORE

MATURE SOCIETY MUST, OF COURSE, BE SAFEGUARDED WITHIN A FRAMEWORK OF LAW THAT BALANCES THE FREEDOMS OF OPPONENTS WITH THOSE OF PROPONENTS, THE INTERESTS OF MAJORITIES WITH THOSE OF MINORITIES.

OUR COLLEGES AND UNIVERSITIES, IT SEEMS TO ME, ARE NOT IN THE EXCLUSIVE DOMAIN OF EITHER STUDENTS OR FACULTIES, OF TRUSTEES OR ADMINISTRATORS, OF CONFORMISTS OR NONCONFORMISTS. WHETHER PUBLIC OR PRIVATE, OUR INSTITUTIONS OF HIGHER LEARNING CAN NEITHER BE RULED BY DECREE NOR BY DEFAULT BUT SHOULD BE GOVERNED BY CONSENT AND ACCOMMODATION.

STUDENTS DEMAND, I THINK QUITE RIGHTLY, A SENSE OF INVOLVEMENT AND ACTIVE PARTICIPATION IN ALL OF THOSE COLLEGE OR UNIVERSITY DECISIONS WHICH AFFECT THEIR PERSONAL LIVES, THEIR CURRICULA, AND THE ENVIRONMENTAL SETTINGS OF THEIR CAMPUSES. THEY CLEARLY REJECT ANY NOTION OF THE TIME HONORED DOCTRINES OF LOCO PARENTIS AND THE LACK OF DUE PROCESS OF LAW WHICH SO FREQUENTLY CHARACTERIZED ADMINISTRATIVE DECISIONS IN THE PAST. THEY WISH TO BE HEARD WHEN IT COMES TO DECISIONS ABOUT THE BUILDINGS IN WHICH THEY ARE TO LIVE, THE RULES WHICH ARE TO GOVERN THEIR DAILY AFFAIRS, THE COURSES THAT ARE OFFERED, THE PROFESSORS THAT ARE TO BE EMPLOYED OR PROMOTED.

IT IS HIGH TIME, I BELIEVE, FOR EDUCATORS THROUGHOUT THE LAND TO ADMIT THAT THERE IS MUCH MERIT IN THIS DESIRE FOR PARTICIPATORY CAMPUS DEMOCRACY. WITHOUT SUCH STUDENT INVOLVEMENT AND SHARED DECISION-MAKING, COLLEGES AND UNIVERSITIES WILL SOON CEASE TO EXIST AS VIABLE AND DYNAMIC COMMUNITIES OF INTELLECTUAL GROWTH.

CAMPUSES, WHETHER WE LIKE IT OR NOT ARE ALSO POLITICAL ORGANIZATIONS. AND THEIR FREEDOM DEPENDS ON THE ACCOMMODATION OF DIVERSE VIEWPOINTS AND INTERESTS AS MUCH AS THE LARGER SOCIETY WHERE PLURAL LOYALTIES HAMMER OUT THEIR DIFFERENTIAL PERCEPTIONS OF THE NATIONAL WELL-BEING THROUGH REPRESENTATIVE INSTITUTIONS.

GOVERNMENT BY CONSENT OF THE GOVERNED, NOTHING MORE, NOTHING LESS MUST NOW BE APPLIED TO COLLEGES AND UNIVERSITIES AND ADAPTED TO INCLUDE ARRANGEMENTS WHERE THOSE THAT ARE TO BE EDUCATED FEEL THEMSELVES ACTIVE PARTICIPANTS IN THE

PROCESS. OUR MINNESOTA STATE COLLEGES MUST EVOLVE INTO COMMUNITIES WHERE COLLEAGUES IN LEARNING AND COLLEAGUES IN TEACHING JOINTLY SEEK THE TRUTH IN A CLIMATE OF FREEDOM AND MUTUAL RESPECT.

MOST ADMINISTRATORS HERE, AND THROUGHOUT THE COUNTRY WOULD AGREE THAT STUDENT PUBLICATIONS MUST BE FREE OF PRIOR CENSORSHIP, BUT ALSO THAT THERE MUST ALSO BE CERTAIN PROFESSIONAL STANDARDS OF RESPONSIBLE JOURNALISM THAT OUGHT TO BE FOLLOWED. THERE WOULD BE LITTLE ARGUMENT THAT STUDENTS SHOULD HAVE THE RIGHT TO INVITE AND HEAR THE PERSONS OF THEIR OWN CHOOSING IN AN ORDERLY SCHEDULED AND PROPER FACILITY; THAT STUDENTS SHOULD BE FREE TO SUPPORT CAUSES BY ORDERLY MEANS WITHOUT DISRUPTING THE REGULAR ESSENTIAL OPERATIONS OF AN INSTITUTION; THAT STUDENTS SHOULD BE FREE FROM ARBITRARY DISCIPLINARY ACTIONS, THAT WHEN CHARGES ARE MADE AGAINST THEM, THEY MUST BE PROPERLY SUBSTANTIATED - THERE MUST BE NOTICE AND/OR HEARING, AND THE PRINCIPLES OF DUE PROCESS OF LAW SHOULD BE FOLLOWED THROUGHOUT SUCH PROCEEDINGS. THERE IS CONSENSUS THAT STUDENTS SHOULD HAVE RIGHTS OF PRIVACY IN THEIR ON AND OFF CAMPUS ACTIVITIES AND THAT THEIR RIGHTS OF CITIZENSHIP SHOULD NOT BE IMPAIRED BY INSTITUTIONAL REGULATIONS; THAT THESE RIGHTS OF PRIVACY INCLUDE NONDISCLOSURE OF STUDENTS' PERSONAL VIEWS, BELIEFS, CIVIC ACTIVITIES, AND THAT STUDENTS AND FACULTY ALIKE POSSESS ACADEMIC FREEDOMS IN AND OUT OF THE CLASSROOM SO THAT THE SEARCH FOR TRUTH CAN GO ON IN A PROPER, PROFESSIONAL MANNER AND IN A CLIMATE OF MUTUAL RESPECT AND HUMAN DIGNITY

BUT LET ME STRESS WHAT PRESIDENT O. MEREDITH WILSON PUT SO WELL, "IF THE DEMAND FOR FREEDOM BECOMES SO FRANTIC AND SO STENTORIAN THAT IT DESTROYS ORDER, THEN SOME PEOPLE, NOT UNDERSTANDING ITS IMPORTANCE, WILL DESTROY FREEDOM TO RESTORE ORDER. NEITHER OF THESE ARE SATISFACTORY SOLUTIONS THAT WILL ADVANCE HUMAN DIGNITY OR IMPROVE EDUCATIONAL INSTITUTIONS."

WHEN STUDENTS AT THE UNIVERSITY OF WISCONSIN MAKE IT IMPOSSIBLE FOR A LECTURER TO SPEAK ON SOUTH AFRICA, WHEN RADICALS AT NEW YORK UNIVERSITY DENY

THE PLATFORM TO A SOUTH VIETNAMESE MINISTER, WHEN EXTREMISTS SMASH THE STUDENT PLACEMENT OFFICE AT COLUMBIA UNIVERSITY AND WHEN CONDITIONS DETERIORATE AS THEY HAVE AT SAN FRANCISCO STATE UNIVERSITY, -- THEN EDUCATIONAL FREEDOM COMES TO A STANDSTILL AND THE VERY NATURE OF THE INTELLECTUAL ENTERPRISE IS SERIOUSLY IMPAIRED.

THOSE OF US WHO REJECT TOTALITARIANISM OF THE RIGHT AND LEFT HAVE THE OBLIGATION IT SEEMS TO ME, TO BRING TO YOU A LITTLE OF THE HISTORICAL PERSPECTIVE THAT MAY BE LACKING. I CAME FROM A COUNTRY WHERE REBELLIOUS YOUTH HAD LITTLE RESPECT FOR THE PRINCIPLES OF DEMOCRACY, WHERE LIBERALS WERE RIDICULED AS SOFT AND SELFISH, WHERE THE INSTITUTIONS OF DEMOCRACY WERE SPAT UPON IN SEARCH OF A ROMANTIC APPEAL TO THE CHARISMATIC LEADER, WHERE REASON WAS DESTROYED AND BOOKS WERE BURNED IN THE NAME OF ABSTRACT CAUSES THAT GLORIFIED DREAMS OF RIGHTEOUSNESS AND EXTOLLED THE SUPERIORITY OF ACTION OVER CONTEMPLATION OF POWER OVER FREEDOM. LET ME INVITE YOU TO REDEDICATE YOURSELVES TO THE LESS ROMANTIC AND THOROUGHLY NON-UTOPIAN OPERATION OF THE DEMOCRATIC PROCESS; TO HELP US REGENERATE OUR CAMPUS INSTITUTIONS TO CHANGE THEM WHERE THEY MUST BE CHANGED, BUT TO CHANGE THEM THROUGH DISCUSSION AND CONSENSUS; THROUGH PERSISTENCE AND DISCIPLINE.

DEMOCRACY DOES NOT PRESUPPOSE THAT HUMAN SOCIETY IS THE EQUIVALENT OF THE HEAVENLY KINGDOM. AS REINHOLD NIEBUHR SO WELL EXPRESSES IT, "DEMOCRACY IS A PROCESS OF FINDING PROXIMATE SOLUTIONS TO INSOLUBLE PROBLEMS." THERE ARE NO PERFECT SOLUTIONS TO THE DILEMMAS OF RECONCILING FREEDOM WITH AUTHORITY OF BALANCING LAW WITH ORDER, OR HARMONIZING INDIVIDUAL IDENTITY WITH THE DEMANDS OF A MASS SOCIETY. LONG AGO, JAMES MADISON EMPHASIZED "IF MEN WERE ANGELS THERE WOULD BE NO NEED FOR GOVERNMENT, BUT MEN ARE NOT ANGELS, NOR FOR THAT MATTER ARE STUDENTS."

WHAT I SUGGEST TO YOU, MY YOUNG FRIENDS, IS THAT WE LEARN TO REFORM OUR INSTITUTIONS FROM WITHIN AND THAT WE DO IT NOW. ALL TOO OFTEN "THOSE WHO CLIMB THE BARRICADES PREFER THEIR JOYS OF COMBAT OR VILLAIN HUNTING," WHILE THE REST OF

OUR SOCIETY, SITS NUMBED BEFORE THEIR TELEVISION SETS. THERE IS NO DOUBT THAT CAMPUS INSTITUTIONS ARE TOO OFTEN ENCRUSTED WITH TRADITIONS AND PRECEDENT TO THE POINT WHERE THEY NO LONGER MEET THE NEEDS OF THE CONTEMPORARY FACULTY AND STUDENT WORLD. ALL TOO FREQUENTLY CAMPUS INSTITUTIONS HAVE BECOME OBSTACLE COURSES TO CHANGE, DEVICES TO CONTAIN - TO MUTE CHANGE, TO OBSTRUCT PROGRESS. BUT ON THE OTHER HAND, THE CAMPUS IS TOO IMPORTANT A COMMUNITY FOR THE PROGRESS OF OUR BE-LOVED LAND TO CAST AWAY HARD WON BATTLES FOR HUMAN RIGHTS AND TO DISCARD THE LONG AND PAINFUL EVOLUTION OF THE PROCEDURES FOR THE ORDERLY EXPRESSION OF DISSENT AND DISSIDENCE.

LET ME SUGGEST SOME THOUGHTS WHICH JOHN W. GARDNER RECENTLY DEVELOPED IN HIS COMMENCEMENT ADDRESS AT CORNELL UNIVERSITY WITH REGARD TO THE NATURE OF OUR INSTITUTIONS. OUR INSTITUTIONS, HE EMPHASIZED, ARE "CAUGHT IN A SAVAGE CROSSFIRE BETWEEN UNCRITICAL LOVERS AND UNLOVING CRITICS. ON THE ONE SIDE THOSE WHO LOVE THEIR INSTITUTIONS TEND TO SMOTHER THEM IN AN EMBRACE OF DEATH, LOVING THEIR RIGIDITIES MORE THAN THEIR PROMISE, SHIELDING THEM FROM LIFE-GIVING CRITICISM. ON THE OTHER SIDE THERE AROSE A BREED OF CRITICS WITHOUT LOVE, SKILLED IN DEMOLITION, BUT UNTUTORED IN THE ARTS BY WHICH HUMAN INSTITUTIONS ARE NURTURED AND STRENGTHENED AND MADE TO FLOURISH."

IN SUCH A CLIMATE INSTITUTIONS PERISH AND NOTHING BUT CHAOS WILL TAKE THEIR PLACE. THIS WE WILL HAVE TO AVOID, YOU AND I - AND ALL THOSE WHO ARE INTERESTED IN MAKING THE COLLEGE CAMPUS EXPERIENCE RELEVANT TO THE FASHIONING OF THE GOOD SOCIETY, ALL THOSE WHO ARE INTERESTED IN HELPING OUR BLACK BROTHERS TO MAKE A CONTRIBUTION IN HIS OWN WAY TO THE WELFARE OF OUR PLURALISTIC SOCIETY, THOSE OF US WHO ARE DETERMINED THAT MUCH OF POVERTY CAN BE ELIMINATED THROUGH A COMBINATION OF METHODS WHICH ENHANCE INDIVIDUAL MOTIVATION ON THE ONE-HAND AND PROVIDE NEEDED OPPORTUNITIES AND ASSISTANCE ON THE OTHER; THOSE OF US WHO CON-DEMN VIOLENCE AS BARBARIC WHETHER IT IS PRACTICED AT HOME OR ABROAD AND WHO VIEW IT AS A REMNANT OF MAN'S UNCIVILIZED PAST; THOSE OF US WHO CARE ABOUT

SOCIAL JUSTICE WHICH RESPECTS DIVERSITY AND ENHANCES INDIVIDUAL SELF-ACCEPTANCE.

SOME OF YOU MAY BE DISAPPOINTED THAT I HAVE NOT SPELLED OUT FOR YOU IN DETAIL HOW MANY STUDENTS SHOULD SERVE ON EACH OF THE FACULTY COMMITTEES, WHAT THE STRUCTURE SHOULD BE OF THE STUDENT PUBLICATIONS BOARD, OR HOW STUDENT ACTIVITY FUNDS SHOULD BE GOVERNED.

LET ME SUGGEST, HOWEVER, IN A BRIEF OUTLINE THREE CONSIDERATIONS THAT MAY BE HELPFUL TO ASSURE CONTINUOUS INTER-COMMUNICATION BETWEEN THOSE WHO SUGGEST THINGS AND THOSE WHO ARE ASKED TO RESPOND.

1. DO WE, ON EACH CAMPUS, HAVE AN UP-TO-DATE, PRECISE TABLE OF ORGANIZATION WHICH REVEALS THE MAJOR DECISION-MAKING AGENCIES AND THE RESPONSIBLE PERSONNEL.
2. DOES EVERY STUDENT LEADER HAVE A CLEAR CUT UNDERSTANDING OF HIS CAMPUS ORGANIZATION SO THAT HE KNOWS WHERE THE DECISIONS ARE MADE, WHAT THE PROCEDURES ARE, AND WHAT MAY BE DONE TO APPEAL OR REVIEW DECISIONS AT VARIOUS LEVELS WITHIN THE STRUCTURE. IT IS THE RESPONSIBILITY OF STUDENT LEADERS TO EXPLAIN TO THEIR FELLOW STUDENTS HOW PROBLEMS ARE PROCESSED THROUGH THE DECISION-MAKING APPARATUS.
3. ARE STUDENT LEADERS INFORMED CONTINUOUSLY AND RESPECTFULLY ON THE PROGRESS OR LACK OF PROGRESS THAT THEIR SUGGESTIONS ARE EXPERIENCING ON THE WAY THROUGH THE COLLEGE GOVERNMENTAL STRUCTURE. ARE THOSE IN RESPONSIBLE POSITIONS -- STUDENTS AND FACULTY -- CONTINUOUSLY REPORTING TO THEIR CONSTITUENCY WHAT ACTIONS HAVE BEEN TAKEN ON PETITIONS, REQUESTS AND SUGGESTIONS.

OBVIOUSLY, THESE ARE MERELY BROAD CONSIDERATIONS WHICH NEED FURTHER IMPLEMENTATION AT EACH CAMPUS.

THESE ARE MATTERS FOR DISCUSSION AT EACH OF THE COLLEGES, FOR REASONABLE GIVE AND TAKE, FOR SOCIAL ENGINEERING AND COMPROMISE.

WHAT I HAVE ATTEMPTED TO DISCUSS, IS A CLIMATE OF THOUGHT AND ATTITUDE TO THE ROLE OF THE STUDENT AS A LEARNING, CREATIVE AND PARTICIPATING MEMBER OF OUR COLLEGE COMMUNITY. WHAT I HAVE SOUGHT TO DO IS TO ENLIST YOU IN AN EXPERIENCE OF LEARNING HOW TO USE POWER CONSTRUCTIVELY - NOT FOR POWER'S SAKE, BUT FOR GOALS OF SOCIAL RECONSTRUCTION. LET ME SUBMIT THEN IN CONCLUSION THAT YOU DEVOTE A PART OF YOUR EDUCATIONAL EXPERIENCE TO EXPERIMENT WITH STRUCTURES AND INNOVATIONS BY WHICH A COMMUNITY OF STUDENTS, PROFESSORS, AND ADMINISTRATORS CAN SOLVE PROBLEMS MORE

EFFECTIVELY IN A SETTING OF MUTUAL RESPECT AND TRUST. THE ORGANIZATIONAL SKILLS THAT YOU CAN ACQUIRE HERE, YOUR EXERCISE OF IMAGINATION, RESTRAINT AND PATIENCE, THESE ARE RESOURCES THAT WILL COME IN VERY HANDY IN THE WORLD-AT-LARGE AS YOU DEDICATE YOUR LIVES TO IMPROVING YOUR CITIES, AND YOUR COUNTRYSIDE TO FIGHT POLLUTION, TO PROVIDE EMPLOYMENT FOR THE UNEMPLOYED, TO IMPROVE THE QUALITY OF LIFE FOR ALL, TO BUILD BRIDGES BETWEEN CULTURES AND RACES, TO WORK FOR PEACE.

BEGIN NOW, RIGHT HERE, BUT ESCHEW THE DEMAGOGUES WHO HAVE FACILE SOLUTIONS, SELF-SERVING OBJECTIVES. PERHAPS FATHER HESBURGH OF NOTRE DAME WAS RIGHT WHEN HE CHARACTERIZED THE CONTEMPORARY SCENE AS ONE IN WHICH THE YOUNG HAVE FORGOTTEN TO LAUGH AND THE OLD HAVE FORGOTTEN TO LOVE.